

# Highly Effective School Library Program

## Action Plan 2012-2013

**Directions:** Using the competencies as your guide, decide in which two or three areas you seek to improve your library program. Reflect on how/if these areas align with your school's goals and how they will have an impact on student achievement. Then, fill out this Action Plan, ensuring that you are aligning your improvement goals to your school's goals. If you wish to add a 3<sup>rd</sup> goal, please feel free to do so. Once you have completed your Action plan, email it to our H.E. coach, Judy Barnett at [barnejm@comcast.net](mailto:barnejm@comcast.net). She will use this information to determine how we can help you with future training or mentoring opportunities.

**Date: 2012-2013**

**School Librarian: Jessica Babbs**

**School:** Ranch Creek Elementary School

**District:** Academy School District 20

**Library Mission:** Ranch Creek's library is dedicated to offering a welcoming environment that promotes competence in 21<sup>st</sup> Century skills and content standards through collaborative instruction while strengthening attributes of the International Baccalaureate Learner Profile.

<b>GOAL 1</b>	<b>School Unified Improvement Plan Goal (UIP) Goal</b>	90% of our 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students will attain a score in the Proficient or Advanced category on their TCAP Reading test in the spring of 2013.
	Highly Effective School Library Program Goal	80% of 5 <sup>th</sup> grade students will score proficient or advanced on the Standard 4: Research and Reasoning in the Content Area: Reading, Writing and Communicating portion of the rubric for the 5 <sup>th</sup> Grade Where we are in Place and Time unit of inquiry.
	Evidence Outcomes  Instruction and Learning Environment (Specifically <b>Assessment of Student Work</b> )	<ul style="list-style-type: none"> <li>The school librarian works with teachers to create and analyze assessment data in order to focus instruction to include the 21<sup>st</sup> century skills of the Colorado Academic Standards.</li> <li>The school librarian collaborates with classroom teachers and is involved in the assessment and revision of collaboratively planned lessons to provide authentic assessment opportunities for students (i.e. assessment by peers, community</li> </ul>

SMART Goals:

☐ Specific ☐ Measurable ☐ Attainable ☐ Realistic ☐ Timely

		members, business members or experts in the field of study).
	Strategies/Indicators	<ul style="list-style-type: none"> <li>• The Teacher Librarian identifies and integrates the Research and Reasoning skills that can be taught and assessed during this unit of inquiry. <b>Useful for my own knowledge of the Research and Reasoning skills.</b></li> <li>• Review Colorado State Standards 5<sup>th</sup> Grade Research and Reasoning standards with team. <b>They were already pretty aware of these.</b></li> <li>• The Teacher Librarian collaborates with the 5<sup>th</sup> grade teachers to integrate these standards into the planning, teaching and assessment of this unit of inquiry. <b>Worked with 5<sup>th</sup> grade teachers on revising the rubric to integrate standards and central idea for the unit of inquiry. Planned what we would teach together.</b></li> <li>• The assessment of these standards is clearly articulated on the summative assessment rubric. <b>It could be made even clearer, by using the Research and Reasoning wording.</b></li> <li>• The Teacher Librarian teaches and co-teaches several lessons to all 5<sup>th</sup> grade classes on how to use these Research and Reasoning skills in the context of the meaningful curriculum (primary sources, research resources, paraphrasing from nonfiction sources, integrating perspective and responsibility into letters, and source citation). <b>Done</b></li> <li>• The Teacher Librarian meets with the 5<sup>th</sup> grade teachers during a reflection meeting to assess student work, make recommendations and changes for next year, and identify the success of the collaborative lessons and assessment/rubric.</li> <li>• Utilize the Highly Effective School Library best practice model of collaborating with classroom teachers, and integrating and assessing research and reasoning skills in the curriculum content. <b>Done</b></li> <li>• Research and reasoning assessment ideas can be found on the Academy School District 20 21<sup>st</sup> Century assessment wiki</li> <li>• The collaboration and assessment during this unit of inquiry will provide a model for other units of inquiry and other grade levels throughout the year</li> <li>• Further articulation of research and reasoning skills on other rubrics for other units of inquiry</li> <li>• Documentation of the reflection meeting and collaboration will be recorded in the unit of</li> </ul>

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		<p>inquiry <b>Done</b></p> <ul style="list-style-type: none"> <li>Formative assessment: Review research notebooks or learning logs for evidence of research and reasoning skills, observation during lessons, and discussion with teachers</li> <li>Students will demonstrate an increased proficiency with source citation, database use, and the understanding and use of the key concept “perspective.”</li> <li>Individualized help provided to students for these skills as needed</li> </ul>
	Partners	Administration, 5 <sup>th</sup> Grade Teachers, IB coordinator, 5 <sup>th</sup> grade students
	Measure(s) of Success	<ul style="list-style-type: none"> <li>5<sup>th</sup> Grade Summative assessment for Where we are in place and time unit of inquiry due 11/2/12</li> <li>80% of 5<sup>th</sup> grade students will score proficient or advanced on the Standard 4: Research and Reasoning in the Content Area: Reading, Writing and Communicating portion of the rubric for the 5<sup>th</sup> Grade Where we are in Place and Time summative assessment (letter).</li> <li>5<sup>th</sup> Grade Exhibition reflection with teachers (What was a struggle for our 5<sup>th</sup> graders implementing Exhibition the first year)? <b>Pending</b></li> <li>5<sup>th</sup> Grade TCAP Reading Scores (90% of our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will attain a score in the Proficient or Advanced category on their TCAP Reading test in the spring of 2013). <b>Pending</b></li> <li>Administrator will observe reflection meeting run by Teacher Librarian with 5<sup>th</sup> grade teachers, and provide feedback to the Teacher Librarian for her teacher evaluation observation Nov. 2012 <b>Administrator did not attend meeting</b></li> </ul>

<b>GOAL 2</b>	<b>School Unified Improvement Plan Goal (UIP) Goal</b>	At every grade level, 85% of students will attain Spring Benchmark scores between the 45 <sup>th</sup> and 50 <sup>th</sup> percentile for reading fluency and math computational fluency, as measured through grade-appropriate AIMSweb tests, by May 17, 2013.
	Highly Effective School Library Program Goal	By the end of the 2012-2013 school year, the Teacher Librarian will implement the use of school IPAD devices to be used by students to practice reading and math fluency skills and communicate

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		learning with the IB units of inquiry.
	Evidence Outcomes	<ul style="list-style-type: none"> <li>School librarian consistently recommends current, effective technology and is a part of school-level technology discussions.</li> </ul>
	Program Resources and Program Administration (Specifically <b>Innovative Technologies</b> )	<ul style="list-style-type: none"> <li>The library is the model classroom for Colorado Standards 21<sup>st</sup> century skills integration</li> </ul>
	Strategies/Indicators	<ul style="list-style-type: none"> <li>The Teacher Librarian forms an IPAD committee with representative teachers and administrators <b>Done</b></li> <li>The Teacher Librarian will coordinate purchasing accessories, equipment, apps for IPAD use <b>Done—this took a lot of time to implement Macbook and Configurator use for mass deploy of iPad apps</b></li> <li>The Teacher Librarian will research and test learning tools for the IPAD's with the help of the IPAD committee <b>Done</b></li> <li>The Teacher Librarian will attend district training on IPAD use <b>Done</b></li> <li>The Teacher Librarian will coordinate teacher training of IPAD's <b>Done although this needs to be done on a more formal basis with district help</b></li> <li>The Teacher Librarian will meet with the PTA for financial support of school IPAD's <b>Done</b></li> <li>Ranch Creek teachers will become comfortable with IPAD use <b>Done</b></li> <li>Create a technology club for students to become leaders with IPAD's in the classroom (after school on Wednesdays)</li> <li>District TREK meetings will provide professional development and colleague networking for IPAD use <b>We had 1-2 meetings about this</b></li> <li>Ask Lori Hartman to meet with the IPAD committee to discuss IPAD best practices <b>Pending</b></li> <li>Use resources from district on IPAD's and apps (wiki, HESL group, Blended Learning grant members from our school-Jen Litchenberg and Jack Bull) <b>Collecting app recommendations and doing research using district resources</b></li> <li>IPAD district guidelines to guide staff and student use (once approved by the BOE) <b>Done</b></li> </ul>
	Partners	Technology Technician, Administrators, District IT including Lori Hartman and Rich Battin, Terry Hoit and Rachael Greeley (teachers), librarians from the HESL cohort group
	Measure of Success	Aims Web testing Spring 2013- At every grade level, 85% of students will attain Spring Benchmark scores between the 45 <sup>th</sup> and 50 <sup>th</sup> percentile for reading fluency and math computational fluency, as

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	<p>measured through grade-appropriate AIMSweb tests, by May 17, 2013.</p> <p>IPAD's used by students on a daily basis We have 15 iPads used on a rotating basis with all grade levels, and will be purchasing 15 more. Ranch Creek also received a grant for 23 iPads for 1<sup>st</sup> grade. My one particular priority will be guiding use and training for best practices for iPad classroom use, making sure these are not just another toy to occupy students.</p>
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